Dr SJ Phillips SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

ELEMENTARY: Continuous Learning and Improvement

UPDATED AS OF …

March 29, 2019

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
EQAO Analysis (Numeracy) - Increase in Grade 3, offset by decrease in Grade 6. Focus needs to be in the area of Thinking and Application for both divisions. **EQAO Analysis (Literacy)** – Both 3 & 6's score above Board and Province in both Reading & Writing. Scribes and Assistive Technology continue to provide our ID'd students with the ability to level the field. **Report Card Data**: - Report Card data and EQAO data show many similarities, slightly higher in EQAO. **Faces on the Data:** - Most students from FOD do not continue in subsequent years. In-Risk students are our Marginalized sub group and our focus group for the upcoming year.	-Changing Demographics: - 240+ students leaving (670+ students to 420+ students) - Large majority of our Diversity is leaving - High end of our Socio-Economic group is leaving - Increased Socio-Economic Risk in remaining students (DRHN) - 23.1% of Households Rent - 24% Vulnerable in Physical health and well-being - 39.5 Teen pregnancy rate per 1000 - Smoking (25%) and Obesity (28%) rates high	School Climate Survey: - "I am a good student." - 93% - "I am expected to do good work." – 95% - "I feel safe in classrooms." – 99% - "There is at least one staff member who makes me feel like I matter." – 100% - "I am supported when I feel sad, anxious, hopeless, stressed etc…" – 72% - "Mental health issues are real and do affect you." Student Voice - " Others recognize when I am feeling sad, anxious, hopeless, stressed etc…" – 29% report Sometime/Never

GOALS

LITERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING – EQAO RESULTS	89%	90%	37/41
PRIMARY WRITING – EQAO RESULTS	89%	90%	37/41
JUNIOR READING – EQAO RESULTS	95%	95%	37/39
JUNIOR WRITING – EQAO RESULTS	89%	90%	35/39
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	85	87%	33/38
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	83	87%	33/38
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	87	88%	38/43
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	84	88%	38/43
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	**FROM %**	**TO %**	**# OF STUDENTS THIS REPRESENTS**
PRIMARY READING for students with special education supports	64	71%	5/7
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JUNIOR READING for students with special education supports	91	89%	8/9
JUNIOR WRITING for students with special education supports	73	78%	7/9
INTERMEDIATE READING for students with special education supports **– GR 7**	69	71%	5/7
INTERMEDIATE READING for students with special education supports **– GR 8**	71	71%	5/7
INTERMEDIATE WRITING for students with special education supports **– GR 7**	46	60%	6/10
INTERMEDIATE WRITING for students with special education supports **– GR 8**	79	80%	8/10

NUMERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY MATH – EQAO RESULTS will increase	86	88%	36/41
JUNIOR MATH – EQAO RESULTS will increase	50	72%	28/39
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70%	76	79%	30/38
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: of students achieving above 70%	85	86%	37/43
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	**FROM %**	**TO %**	**# OF STUDENTS THIS REPRESENTS**
PRIMARY MATH for students with special education supports	36	57%	4/7
JUNIOR MATH for students with special education supports	27	56%	5/9
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	46	57%	4/7
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	79	80%	8/10

WELL-BEING FOCUS AND INITIATIVES:

Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)

GOAL: Support Instructional strategies and structures that support well-being and mental health

Commitments:

- Identify students at risk emotionally/socially/marginalized
- Maintain class practices that promote safety, acceptance, inclusion and respectful behaviour (ie: Continue with DDSB Character Traits and Covey Ideologies

INTENDED EVIDENCE OF IMPACT:

Students will feel a strong sense of belonging.

- Students report an increased level of belonging on student climate survey.
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- Implement Self-Regulation and social-emotional learning strategies into daily teaching practices

STUDENT LEARNING NEED (Literacy and Numeracy)	EDUCATOR LEARNING NEED (Literacy and Numeracy)
Literacy: - Apply **Critical Thinking** skill of Inferencing to determine the main idea of fiction and non-fiction texts (oral, written, media) - Use of personal background knowledge and other connections to justify the reasonableness of inferences drawn from texts - Ongoing opportunities to receive and act upon **Descriptive Feedback** based on co-constructed **Learning Goals** and **Success Criteria**	Literacy: - Implementation of balanced approach to instruction (modelled, shared, guided and independent) to support student understanding of Inferencing and extending understanding (making connections) with fiction and non-fiction texts - Text selections and lesson structures to support Culturally Responsive and Relevant Pedagogy - Co-construction of **Learning Goals**, **Success Criteria** and **Descriptive Feedback** connected to grade level curriculum content and categories of achievement
Numeracy: - Apply **Thinking and Application** skills to effectively solve and demonstrate understanding of multi-step problem solving tasks - Select tools and strategies (including manipulatives and technology) to strengthen thinking skills, with a focus on reasoning and proving using content specific math vocabulary - Have mathematical misconceptions/gaps identified through classroom assessment and addressed through focused and precise instruction - Ongoing opportunities to receive and act upon **Descriptive Feedback** based on co-constructed **Learning Goals** and **Success Criteria**	Numeracy: - Use of **Interactive Math Walls** to make math visible and accessible to all students - Selection of tools and strategies (technology and manipulatives) to support students in developing problem solving skills - Common assessment tools and strategies to reflect the range of conversations, observations and products - Understanding of assessment of the four categories of achievement with a focus on communication supported through teacher moderation of tasks (Descriptive Feedback, both Oral & Written)
LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups	LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups
- Proportional learning outcomes for Identified in-risk student groups with a focus on students with **Learning Disabilities (focus on Learning Skills)**	- Differentiated Instruction approaches with a focus on **Guided Practice** and Guided Interventions - Use of technology to allow student access to tasks and information, deepen student learning and consolidation of concepts
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SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias. **Assessment for, As and Of Learning** 1.4 During learning, timely, ongoing, **Descriptive Feedback** about student progress is provided based on student actions and co-constructed **success criteria**.	1.Balanced Literacy programming (Modeled, Shared, Guided and Independent approaches) 2. Inquiry based, cross-curricular learning. 3. Co-construction of Interactive Learning Walls with clearly articulated **Learning Goals**, **Success Criteria**, Exemplars and Anchor Charts used to inform timely and ongoing **Descriptive Feedback** to students.	- The physical environment is laid out in a manner that facilitates peer-to-peer collaboration. Students have the opportunity to work in partners, small groups or independent large groups. - Teachers create opportunities for students to create new knowledge, accessing multiple relevant sources through technology and using technology, when appropriate, to create and communicate new and imaginative solutions. - Students use technology to seek feedback that informs and improves their practice, ie: using Google Docs as a tool to assess and to provide feedback to students.	- Scaffold learning through a balanced approach - Use prompts, questions and talk moves to facilitate higher level thinking skills - Provide cross-curricular inquiry learning opportunities and approaches supported through the effective use of technology - Co-construct interactive learning walls (**learning goals**, **success criteria**, anchor charts and exemplars) - Provide timely and specific **Descriptive Feedback** to students with ongoing opportunities to act upon feedback - Engage students in self-assessment - Engage in Faces on the Data conferences, implement targeted strategies and monitor impact - Engage in professional learning related to school improvement plan and personal learning needs	- Demonstrate **Critical Thinking** skills (inferring and extended understanding) when reading and writing texts - Engage in Inquiry learning approaches and consider school, community and global issues with a focus on equity - Co-construct/create classroom learning resources - Set goals for their own learning and act upon **Descriptive Feedback** received from peers and teachers Be able to answer 5 Key questions: - **What are you learning?** - **How are you doing?** - **How do you know?** - **Where can you go for help?** - **How can you improve?**

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